BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Geography

Division Name: Business and Social Sciences

Please list all team members who participated in this Program Review:

Name	Department	Position
K. Allison Lenkeit Meezan	GEOG/GIST	Faculty

Number of Full Time Faculty: 1 **Number of Part Time Faculty:** 4

Please list all existing Classified positions: *Example: Administrative Assistant I*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Geography department has greatly increased its on campus presence with the addition of a second full time faculty member in 2014-15 and is continuing to build the face to face and hybrid offerings on campus. With the second full time faculty member, the goal of the department is to increase traditional face to face offerings of high productivity classes such as Geography 2 (Human Geography) and Geography 10 (World Regional Geography). These classes were offered consistently in 2015-16 and it is the long term goal of the department to build an on campus presence and a consistent pattern of course offerings face to face.

The success rate in the program overall has dropped slightly (74%). While this is slightly lower than success rates in the college as a whole, it is indicative of the rigorous material in these transfer classes that emphasize writing and computation and the high percentage of online offerings in the program. Of note within the department is the consistency in the success among targeted groups (59% in 2012-13 to 55% in 2015-16), while non-targeted groups remain steady at an 82% success rate.

The lower than college average productivity numbers for the Geography department are due in part to the very large percentage of offerings of Geography 1, a lab science class with a maximum enrollment of 35. The lower success rates for targeted groups are likely due to the rigors nature of college level lab science classes (Geography 1, Physical Geography). The overall success rate of Geography 1 (70%) is similar to that of other laboratory science classes such as Astronomy, and higher than found in

Chemistry or Physics. A similar pattern holds in for success rates of targeted groups (51%). The department would like to see these numbers increase and will continue to collaborate with college support services such as the Teaching and Learning Center (TLC) to build a safety net of supportive course augmentations to build study skills and learning communities to support the most at risk student populations.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The Geography program remains highly engaged with the academic community statewide to best serve students who will transfer to a four year school. The program is placing a major emphasis on reviewing Student Learning Outcomes and maintaining currency of program curriculum. Faculty have been active in the C-ID course descriptor creation process and serve as faculty reviewers for the C-ID program. In addition, the faculty has been central to creating the new Global Studies ADT and will be central partners in teaching the new interdisciplinary core courses for this degree.

The enrollment in the department has decreased in part due to offering slightly fewer sections due to difficulty staffing with adjunct faculty. The overall enrollment in the department is lower by approximately 100 students from 2013-14 (the first year that enrollment data was disaggregated from the GIST course offerings). It is not clear why the enrollment is overall lower, though difficulty in consistently staffing on campus offerings is one possible issue. The faculty have contacted the counseling staff to share information about program offerings and increase awareness of this department.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The student success rates are the primary metric used to measure program success. The success rates have remained steady, with a slight decrease in 2016. The program faculty have engaged in discussions about how to maintain course quality and prepare students for success when they transfer to four year institutions while increasing success, especially among targeted populations.

The Student Learning Outcome data has not provided a consistent or especially meaningful pattern of assessment, primarily because prior to hiring a second full time faculty member for 2014-15, the department was primarily adjunct (89% of course offerings) and adjunct faculty were not active in participating in the SLO process, thus the data collected was not fully representative of department outcomes. With the addition of a second full time faculty member to share department duties and increase the fraction of classes taught by full time faculty, it is the hope of this department to evolve the SLO process into a more meaningful reflection and assessment of teaching and learning.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The Geography department offers an AA and an AA-T entirely online and a significant percentage of the

department offerings are online. There are several factors contributing to the disparity between success rates in traditional, hybrid and online classes. The largest factor is that the on campus students are fully committed to engaging in learning by their physical presence on campus. In addition, the support services that can bridge the gap in college readiness skills are imminently available to on campus students. The online students are often not able to access the on campus support services and many are less engaged in the college learning experience due to inadequately allocating time to participate in class work and study due to their many other obligations such as work and family.

The Geography department has placed a major emphasis on course quality and pedagogy in online classes because such a significant portion of their courses (77%) are offered online. Success in online classes in the Geography department is slightly lower than the college average (72%), however the success rate for targeted groups is much lower (53%). This is due to the rigorous nature of the material (Geography 1 is a lab science course offered online) as well as that students in targeted groups often are lacking a culture of support for higher education in their home life. Students who lack this support at home and are not on campus to engage with the college community as a source of support are at much higher risk of non-success.

It is a goal of the Geography department to continue to work with Foothill Online Learning as well as counseling and support services on campus to increase awareness of pre-enrolled students of the expectations of engaging in online college courses, and then to follow through with support services that are easily accessible to the online student.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
(#1) Provide textbook copies for library reserve for GEOG02, 10	Spring 2017	GEOG02, 10, total (200)
(#2) Provide lab materials including mineral sets and assorted thermometers	Spring 2017	GEOG01 F2F & hybrid, (100)
(#3) Storage cabinet for GEOG01 lab materials	Spring 2017	GEOG01 F2F & hybrid (100)

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
			☐	☐	☐	☒

			☐	☐	☐	☒
			☐	☐	☐	☒
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

$4200 for duties associated with department chair. These include hiring and mentoring adjunct faculty (2 hours per month), curriculum development and revision (1 hours per month), department scheduling (2 hours per month), coordinating department SLOs (1 hour per month) and writing the department program review (1 hour per month). This is approximately 80 hours annually, or based on Appendix G of the Agreement $4200.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Geography Program has been led by an outstanding full time faculty member in K. Allison Lenkeit Meezan for 16 years. Allison has done a fantastic job of keeping the program current and meeting the needs of a primarily transfer goal oriented student population. The Geography program has a good diversity of course offerings and with the addition of a second full-time faculty member to the department in 14-15, the program began to expand its scope and serve more face to face students in courses such as World Regional Geography and Human Geography. Unfortunately that faculty member left in 2016 and we are searching for a replacement to help Allison with both Geography and GIST departments. As the data indicate, overall student success rates are approximately 72% for this program but are lower for online classes. One area of focus is student success in online classes for targeted groups, which is approximately 53%.

4B. Areas of concern, if any:

Like many areas in BSS, the department can focus on improving student success in online classes among targeted groups. This will be a focus of the BSS equity efforts going forward.

4C. Recommendations for improvement:

The hiring of a replacement for Michele Palma is critical in 2017 to enable both the Geography and GIST

departments to move forward and serve more students. Continued focus on improving outcomes for all students in online classes but specifically targeted groups.

4D. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College

Department - Geography (GEOG)

Mission Statement: Geography provides an integrated perspective on social, political, economic, and physical phenomena occurring over space. Geography fulfills transfer requirements for four-year schools and emphasizes themes of the natural and built environment, human caused change to the natural world, and sustainability. Geography challenges students to grow into informed global citizens equipped with the tools to examine and assess the impacts of their actions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate interpretation of the map. Unsuccessful (equivalent to a D or F) = inadequate interpretation of the map. Excellent (A) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (B) Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. Adequate (C) Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. Poor (D) Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that	10/29/2015 - 17 students were assessed through a lab assignment. The relevant material was interpreting and comparing multiple maps showing precipitation and evapotranspiration. Students were asked to locate regions of the united states that had low precip, and high evapotranspiration. Total Successful = 17(100%) Total Unsuccessful = 0 (0%) Further Breakdown: Excellent (A):15 students Competent (B): 2 students. I thoroughly explained how to read the map prior to the students completing the assessment. I think this was very helpful for students, but I will consider assessing several days or weeks after I have explained the map to better determine their level of comprehension. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	04/18/2016 - Next time, I will include this map on the final exam to better assess the skill over the course of the class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	inaccurate. Not Acceptable (F) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 2 - Seasons - Explain the causes of seasons (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to describe the causes of seasons **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate description of the cause of seasons. Unsuccessful (equivalent to a D or F) = inadequate description of the cause of seasons. Excellent (A) Student states that the primary cause of seasons on earth is the 23.5* tilt of the earth off of the plane of the ecliptic. Student elaborates to discuss axial parallelism and the shift in the subsolar point and the circle of illumination throughout the year. Competent (B) Student states that the primary cause of seasons on earth is the tilt of the earth off of the plane of the ecliptic. Student partially elaborates using some but not all of the elements listed above. Adequate (C) Student states that the primary cause of seasons on earth is the tilt of the earth, but does not discuss the plane of the ecliptic; AND Student partially elaborates	01/13/2015 - 67 students were administered a critical thinking question "Look at the surface temperature by hemisphere graph in Worksheet 3. Why does the Northern hemisphere have a hotter summer and a colder winter than the Southern Hemisphere? Write at least two paragraphs justifying your answer citing evidence from the worksheets and graphics." Of the 67 students 36 received a 5, 20 received a 4, 7 received a 3, 2 received a 2 and 2 received a 1. The reflection for this assessment is that the goal was met. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	using some elements listed above. Poor (D) Student states that the primary cause of seasons on earth is the tilt of the earth, but does not discuss the plane of the ecliptic; AND Student does not elaborates using some elements listed above. Not Acceptable (F) Student does not state that the primary cause of seasons on earth is the tilt of the earth OR Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 3 - Global climate patterns - Analyze the factors that contribute to global climate patterns. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss the factors that contribute to global climate patterns using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate discussion of the factors that contribute to global climate patterns using specific examples. Unsuccessful (equivalent to a D or F) = inadequate discussion of the factors that contribute to global climate patterns using specific examples. Excellent (A) Student presents an answer that illustrates an understanding of the major climate types, and relates them to such factors as latitude, oceanlity, altitude and orographic effects. Competent (B) Student presents an answer that describes the major climate types but may be lacking full understanding; AND student relates them to such factors as		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	latitude, oceanlity, altitude and orographic effects but one or more factors is missing or the discussion is incomplete. Adequate (C) Student presents an answer that describes the major climate types but may be lacking full understanding; AND student relates them to such factors as latitude, oceanlity, altitude and orographic effects but only one factor is discussed. Poor (D) Student presents an answer that lists the major climate types without a full description; AND student relates them to only one or two such factors as latitude, oceanlity, altitude and orographic effects or the discussion is incomplete. Not Acceptable (F) Student does not list major climate types or present specific examples; OR Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 4 - Landform formation - Discuss the formation of major landforms. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss the formation of a major landform on earth. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate discussion of formation of a major landform. Unsuccessful (equivalent to a D or F) = inadequate discussion of the formation of a major landform. Excellent (A) Student presents an answer that illustrates an understanding of the factors behind the formation of the landform. The answer includes a discussion of the	05/12/2016 - 33 students were asked to describe the tectonic processes behind the formation of Mount Pinatubo. 10 of the students answered at the 'Excellent' (A) level. 15 answered at the Competent level (B). 5 answered at the Adequate level (C). 2 answered at the Poor level (D) and 1 did not answer the question. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 01/07/2013 - Students in Cram's sections of GEOG01 Rating Excellent Competent Adequate Poor Not Acceptable # of Students 18 13 6 1 2 Percentage 45% 33% 15% 3% 5% These are the ratings for the students who took	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	hydrologic, tectonic and/or weathering processes that affected the formation of that landform. Competent (B) Student presents an answer that illustrates an understanding of the factors behind the formation of the landform. The answer includes a discussion of the hydrologic, tectonic and/or weathering processes that affected the formation of that landform but is lacking in a full description of the processes. Adequate (C) Student presents an answer that illustrates the factors behind the formation of the landform, but partially discusses the of the hydrologic, tectonic and/or weathering processes that affected the formation of that landform but is lacking in a full description of the processes. Poor (D) Student presents an answer that defines the landform and may outline some steps in the formation, but significant material is missing from the discussion. Not Acceptable (F) Student does not accurately define or discuss the landform or present specific examples; OR Answer is missing or irrelevant	the exam. There were also 12 students who did not take the final exam—I did not include those students in this evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		03/29/2012 - Students in Meezan's three sections of GEOG01 were assessed on this SLO. The findings were that 27 students were assessed at an 'Excellent' level, 27 were assessed at a 'Competent' level, 16 were assessed at an 'Adequate' level and 8 were assessed at a Poor or Not Acceptable level. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funds for writing tutors for social science classes as well as funds for tutors for the tutorial center **GE/IL-SLO Reflection:** The department feels that the target was met because most of the students in the class assessed at Competent or above level. Those that did not were unable to complete the critical thinking assessment to a satisfactory level because of a lack of preparatory analytical writing skills, basic English skills or both. Because students enter the Geography program with no prerequisites, the department feels that students who did not pass at an acceptable level were not entering the class with the college level reading, writing and English language skills to be successful in the class.	03/29/2012 - The department feels that the target was met because most of the students in the class assessed at Competent or above level. Those that did not were unable to complete the critical thinking assessment to a satisfactory level because of a lack of preparatory analytical writing skills, basic English skills or both. Because students enter the Geography program with no prerequisites, the department feels that students who did not pass at an acceptable level were not entering the class with the college level reading, writing and English language skills to be successful in the class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- PHYSICAL GEOGRAPHY - SLO 5 - Atmosphere - Discuss the function, temperature profile and composition of the atmosphere. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to describe the function, temperature profile and composition of the atmosphere. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate description of the function, temperature profile and composition of the atmosphere.of the factors that contribute to global climate patterns using specific examples. Unsuccessful (equivalent to a D or F) = inadequate description of the function, temperature profile and composition of the atmosphere. Excellent (A) Student presents an answer that illustrates an understanding of the composition, temperature and function profiles of the modern atmosphere. Student defines the major gasses found in the homosphere and their relative ratios, describes the temperature profile of the troposphere, stratosphere, mesosphere and thermosphere, and discusses the function of the ozonosphere. Competent (B) Student presents an answer that illustrates an understanding of the composition, temperature and function profiles of the modern atmosphere, but one or more elements of the above answer is lacking. Adequate (C) Student presents an answer that describes the composition, temperature and function profiles of the modern atmosphere, but two or more elements of the above answer is lacking. Poor (D) Student presents an answer that	01/07/2013 - Students in three sections of Meezan's GEOG01 class were assessed. Excellent: 12 Competent: 24 Adequate: 21 Poor: 3 Not Acceptable: 6 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for writing tutoring & tutorial center Geography tutors **GE/IL-SLO Reflection:** Students are understanding the basic concepts but failing to meet the critical thinking target because of (1) poor English language skills and (2) poor critical thinking skills.	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	describes the atmosphere by composition, temperature or function, but one or more descriptors is missing or inaccurate. Not Acceptable (F) Student does not accurately describe the composition, temperature or function of the atmosphere; OR Answer is missing/irrelevant		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 6 - Water - Discuss the hydrologic cycle and it's major components. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss the components of the hydrologic cycle. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate discussion of the components of the hydrologic cycle. Unsuccessful (equivalent to a D or F) = inadequate discussion of the hydrologic cycle. Excellent (A) Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle including all major elements. Competent (B) Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle. One or more elements of the hydrologic cycle may be missing. Adequate (C) Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle. Two or more elements of the hydrologic cycle may be missing Poor (D) Student presents an answer that illustrates an inaccurate understanding of the elements of the hydrologic cycle. Three or more elements of the hydrologic cycle may	01/06/2014 - Exam question: Discuss the water cycle. Pay special attention to the transfer of energy and the effects on weather. Excellent: 14 Competent: 22 Adequate: 9 Poor: 6 Not Acceptable: 5 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Continued support for online instruction **GE/IL-SLO Reflection:** The majority of the Not acceptable and Poor students were online. We need to continue to support online instruction and encourage students to reflect whether they are well suited to online instruction prior to enrolling in online classes	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	be missing. Not Acceptable (F) Student does not accurately describe the hydrologic cycle and provides no elements. OR Answer is missing/irrelevant		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 7 - Human-environment interaction - Analyze patterns and consequences of human environment interaction. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to analyze patterns and consequences of human environment interaction **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate analysis of patterns and consequences of human environment interaction. Unsuccessful (equivalent to a D or F) = inadequate analysis of patterns and consequences of human environment interaction. Excellent (A) Student presents an answer that illustrates an understanding of the biotic and abiotic elements that are affected by human action. Student provides specific examples and accurately integrates elements from the atmosphere, hydrosphere and or lithosphere where relevant. Competent (B) Student presents an answer that illustrates an understanding of the biotic and abiotic elements that are affected by human action, but one or more elements are not discussed. Student provides specific examples but may not accurately integrate them with the atmosphere, hydrosphere and or lithosphere. Adequate (C) Student presents an answer that illustrates the biotic and abiotic elements	01/06/2014 - I assessed this SLO using the following short answer question on the final exam: Above we see an image of what is called a "Dead Zone" off the Southern California Coast. What is a "dead zone"? Why do dead zones occur? How do humans contribute to dead zone formation? Results: (62 Students Total) Rating Excellent Competent Adequate Poor Not Acceptable # of Students 34 15 6 1 6* Percentage 55% 24% 10% 2% 10% *All 6 “Not Acceptable” answers noted above were the result of questions that had been left blank. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **Resource Request:** None **GE/IL-SLO Reflection:** Keep up the good work **GE/IL-SLO Reflection:** Keep up the good work	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	that are affected by human action, but one or more elements are not discussed. Specific examples are mentioned but not connected to the discussion. Poor (D) Student presents an answer that notes the biotic and abiotic elements that are affected by human action, but one or more elements are not discussed. Specific examples are not mentioned. Not Acceptable (F) Student does not accurately analyze patterns and consequences of human environment interaction OR Answer is missing/irrelevant		
Department - Geography (GEOG) - GEOG 10 - WORLD REGIONAL GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Excellent (4) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (3) Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. Adequate (2) Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. Poor (1) Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. Not Acceptable (0) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not	07/19/2016 - 27 students were assessed through a question on an exam, as indicated above by assessment method. The relevant course material was identifying the the human migration patterns in Africa. Total Successful = 27 (100%) Total Unsuccessful = 0 (0%) Further Breakdown: Excellent (A):27 students **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	07/26/2016 - I will continue to spend time explaining how to interpret maps, and give students in-class practice so that they are successful with this skill.
		01/07/2013 - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions. This SLO was evaluated using an essay question on a midterm exam. Students were given a population distribution map and asked to analyze similarities and differences over two different regions based solely on the information in the map. Students were also asked to analyze population characteristics based on population pyramid graphs. Essays were graded according to the following rubric:	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	drawn, or answer is missing or irrelevant.	• Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. • Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. • Adequate (2): Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. . • Poor (1): Student does not accurately apply the map key to identify the relevant location(s), and conclusions are drawn that are inaccurate. • Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant. 23 students completed the exam with the following results: • Excellent (4): 8 • Competent (3): 12 • Adequate (2): 2 • Poor (1): 0 • Not Acceptable (0): 1 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Reflection on Assessment Results 1. What were the most important findings from your data? Students, for the most part, did a good job of analyzing population distribution and characteristics using the maps and charts. The students whose analysis was adequate seemed to struggle with understanding the population pyramids	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		rather than the maps. It could be because of lack of attendance at lectures since I went over maps and pyramids in detail over two different class periods. 2. Given the results of this assessment, describe what changes will be made, if any to the following: Based on these results, I don't feel any changes are necessary at this point.	
		01/18/2012 - A: 10 students included maps and excellent analysis with minor or no omissions B: 4 students included maps but the analysis was not comprehensive - limited analysis C: 3 students included maps but did not refer to the map in the narrative F: 9 students did not include maps or refer to them in the narrative **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** SLO maps to ILO's in trac dat	01/18/2012 - I need to spend more time in class discussion the importance of maps as more than just maps. I am developing a lecture on reading maps as text and using them in our analysis of social and cultural structures/events/ideas.
Department - Geography (GEOG) - GEOG 10 - WORLD REGIONAL GEOGRAPHY - SLO 2 - Geographic themes and concepts - Apply major geographic themes and concepts to explain the origins and development of major nations and regions. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that asks them to apply major geographic themes and concepts to explain the origins and development of major nations and regions using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Excellent (4) Student accurately analyzes how geographic themes and concepts explain regional and national development.	07/14/2015 - The assessment was conducted Spring quarter, 2015 in a class of 16 students. Students responded to this assessment through an essay question on an exam. The question asked students to discuss how major geographic concepts influenced the development of one of the major regions discussed in class. They were asked to draw on at least three major geographic themes including: economic, political, environment, culture, and population. They were also asked to provide specific examples of these themes in that region. Fifteen students received	07/14/2015 - This assessment demonstrates that the students and instructor are meeting the SLO for this course. Instructor will continue to emphasize the interconnectedness of major geographic concepts and apply them to regions and nations. The instructor will give students plenty of practice and feedback on this SLO to continue meeting target success.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Student includes a discussion and accurate examples of sequent occupance, population growth and movement, political and economic development. A minimum of three specific examples are used. Competent (3) Student accurately analyzes how geographic themes and concepts explain regional and national development. Student includes a discussion and accurate examples of most but not all of the following: sequent occupance, population growth and movement, political and economic development. A minimum of two specific examples are used. Adequate (2) Student accurately analyzes how geographic themes and concepts explain regional and national development. Student includes a discussion and accurate examples of some but not all of the following: sequent occupance, population growth and movement, political and economic development. A minimum of one specific example is used. Poor (1) Student accurately analyzes how geographic themes and concepts explain regional and national development. Student includes a discussion and accurate examples of at least two of the following: sequent occupance, population growth and movement, political and economic development. No specific examples are used. Not Acceptable (0) Answer is missing or irrelevant.	an excellent score (4). One student did not provide an answer which earned Not Acceptable (0). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** This outcome is related to the Four Cs in the following ways (summarized): Communication: Essay allows students to demonstrate analytical reading and writing skills Computational: Students must organize information to find desired result Creative, Critical, and Analytic Thinking: Synthesize and evaluate information Community/Global Consciousness and Responsibility: Cultural awareness, and awareness of global interconnectedness 01/06/2014 - This SLO was evaluated using exam questions as well as a term paper. Students were asked to write about a country of their choice as long as neither they nor their parents were born or lived more than 1 year in that country. The reason for this specificity is to encourage students to learn in depth about a country with which they are not familiar. Findings: Students were overall very successful at meeting this SLO. They were asked to write on a country and to use the major geographic themes as the foundation of their paper. There were very few students who did not comply with the requirement to use major geographic themes. For instance, two students wrote short history papers that did not really address geographic issues. Given the results of this assessment, describe what changes will be made, if any. At this time I do not plan to make changes to this	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		assignment as it works well for helping students achieve success with this SLO. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** Given the results of this assessment, describe what changes will be made, if any. At this time I do not plan to make changes to this assignment as it works well for helping students achieve success with this SLO.	
Department - Geography (GEOG) - GEOG 10 - WORLD REGIONAL GEOGRAPHY - SLO 3 - Major world regions - Compare and contrast major regions of the world with regard to their natural environments, peoples, natural resources, economies and contemporary problems. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question to compare and contrast a minimum of two regions of the world with regard to their natural environments, peoples, natural resources, economies and contemporary problems. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Excellent (4) Student accurately compares and contrasts two regions of the world in terms of their natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed. Competent (3) Student accurately compares and contrasts two regions of the world in terms of most but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	problems. Specific examples for each element are discussed. Adequate (2) Student accurately compares and contrasts two regions of the world in terms of some but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for most elements are discussed. Poor (1) Student accurately compares and contrasts two regions of the world in terms of at least one the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples are not discussed. Not Acceptable (0) Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 100A - INTRODUCTION TO ARC VIEW GIS - SLO 1 - GIS project - create a GIS project from a set of given files (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** project in which student creates a GIS project from a set of given files. **Assessment Method Type:** Class/Lab Project **Target for Success:** student successfully creates a GIS project.		
Department - Geography (GEOG) - GEOG 100A - INTRODUCTION TO ARC VIEW GIS - SLO 2 - Map creation - manipulate GIS data to create a printed map (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** project in which student is asked to manipulate GIS data to create a printed map **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to manipulate GIS data to create a printed map		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 100B - INTRODUCTION TO GEO MEDIA & GEO MEDIA PRO - SLO 1 - GeoWorkspace - create and manipulate data displays within the GeoWorkspace (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to manipulate data displays within the GeoWorkspace **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to successfully manipulate data displays within the GeoWorkspace		
Department - Geography (GEOG) - GEOG 100B - INTRODUCTION TO GEO MEDIA & GEO MEDIA PRO - SLO 2 - Data Warehouse - connect to, and manipulate data within the Data Warehouse (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to connect to, and manipulate data within the Data Warehouse **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to connect to, and manipulate data within the Data Warehouse		
Department - Geography (GEOG) - GEOG 101 - A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS - Describe a GIS - Describe what a Geographic Information System (GIS) is and how it works (Created By Department - Geography (GEOG)) **Start Date:** 02/01/2010 **Course-Level SLO Status:** Active	**Assessment Method:** Exam question that asks student to describe what a GIS is and how it works **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to describe what a GIS is and how it works		
Department - Geography (GEOG) - GEOG 101 - A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS - Identify examples of GIS and GIS software - Identify examples of GIS and GIS software (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam question that asks student to identify examples of GIS and GIS software **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to identify examples of GIS and GIS software		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 101A - INTRODUCTION TO MAPPING & COMPUTERIZED CARTOGRAPHY - Interpret and use maps in the field - Interpret and use maps in the field (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is given a map of their region and asked to use it to navigate and find information in the field **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to navigate and find information in the field		
Department - Geography (GEOG) - GEOG 101A - INTRODUCTION TO MAPPING & COMPUTERIZED CARTOGRAPHY - Discuss computerized maps - Discuss computerized maps (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to discuss computerized maps in an exam question **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to successfully discuss computerized maps		
Department - Geography (GEOG) - GEOG 101B - A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS - Identify and describe a Geographic Information System - Identify and describe a Geographic Information System (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to identify and describe a GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to identify and describe a GIS		
Department - Geography (GEOG) - GEOG 101B - A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS - Discuss how GIS are used - Discuss how GIS are used (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked an exam question about how GIS are used **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to successfully describe how GIS are used.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 101C - GLOBAL POSITIONING SYSTEMS (GPS) FUNDAMENTALS - Demonstrate the ability to use a GPS - Demonstrate the ability to use a GPS in the field to collect data and integrate it into a digital mapping project (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to use a GPS in the field to collect data and integrate it into a digital mapping project **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to use a GPS in the field to collect data and integrate it into a digital mapping project		
Department - Geography (GEOG) - GEOG 101D - TECHNOLOGY CAREERS & WORKFORCE PREPARATION - Identify job openings - Identify job openings that meet student?s career goals (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio of job openings identified by the student are reviewed **Assessment Method Type:** Portfolio Review **Target for Success:** Students successfully identifies job openings that meet their KSA		
Department - Geography (GEOG) - GEOG 101D - TECHNOLOGY CAREERS & WORKFORCE PREPARATION - Write a resume - Demonstrate the ability to write a resume that meets current industry standards in the applicant?s field (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student's resume(s) **Assessment Method Type:** Portfolio Review **Target for Success:** Student successfully applies current industry standards to their resume(s)		
Department - Geography (GEOG) - GEOG 101D - TECHNOLOGY CAREERS & WORKFORCE PREPARATION - Demonstrate job interview skills - Demonstrate job interview skills (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student sits for a mock job interview **Assessment Method Type:** Observation/Critique **Target for Success:** Student demonstrates job interview skills introduced in the course		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate interpretation of the map. Unsuccessful (equivalent to a D or F) = inadequate interpretation of the map. Excellent (A) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (B) Adequate (C) Poor (D) Not Acceptable (F) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn. OR Answer is missing or irrelevant.	12/08/2015 - 30 students were assessed through a question on a quiz, as indicated above by assessment method. The relevant course material was identifying the core, periphery, and semi-periphery on a world map. Total Successful = 30 (100%) Total Unsuccessful = 0 (0%) Further Breakdown: Excellent (A):30 students **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	04/18/2016 - I will continue to spend time explaining how to interpret maps, and give students in-class practice so that they are successful with this skill.
		01/07/2013 - Embedded exam questions required students to analyze and interpret data and draw conclusions based on maps. Students were evaluated according to the following criteria: • Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. • Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. • Adequate (2): Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. • Poor (1): Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. • Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant. 41 Students completed the assignment with the following results: • Excellent (4): 35	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		• Competent (3): 3 • Adequate (2): 3 • Not Acceptable: 0 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Reflection on Assessment Results 1. What were the most important findings from your data? Students did very well with the exam questions, with most of them completing the task at the highest level. The six students who rated competent or adequate may have been responding to the question without looking closely at the map image. 2. Given the results of this assessment, describe what changes will be made, if any to the following: Embedding map questions in the exam is a follow-up to changes I decided to make after evaluating this SLO through an essay assignment. I may incorporate both essay assignments and embedded exam questions the next time.	
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 2 - Context - Place contemporary developments in cultural, historical, environmental and spatial context. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to place contemporary developments in cultural, historical, environmental, and spatial context **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	successful. Successful (equivalent to an A, B, or C score) = adequate places contemporary developments in cultural, historical, environmental, and spatial context. Unsuccessful (equivalent to a D or F) = inadequate places contemporary developments in cultural, historical, environmental, and spatial context. Excellent (A) Student correctly identifies the cultural, environmental, historical and spatial context of the contemporary world. Student's answer demonstrates critical thinking and relates culture to specific examples in the course. Competent (B) Adequate (C) Poor (D) Not Acceptable (F) Student incorrectly identifies the cultural, environmental, historical and spatial context of the contemporary world. OR Answer is missing or irrelevant		
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 3 - Human relationship with the natural world - Analyze relationships between humans and the natural world in which they live. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to analyze relationships between humans and the natural world in which they live using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequately analyzes relationships between humans and the natural world in which they live using specific examples. Unsuccessful (equivalent to a D or F) = inadequately analyzes relationships between humans and the natural world in	07/14/2015 - 23 students were assessed through an essay question on an exam, as indicated above by assessment method. Total Successful = 23 (100%) Total Unsuccessful = 0 (0%) Further Breakdown: Excellent (A):19 students Competent (B): 4 students **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** SLO is mapped to ILO in trac dat.	07/14/2015 - Teach, analyze, repeat.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	which they live using specific examples. Excellent (A) Student accurately analyzes these relationships in the context of the specific examples used in class. Answer accurately utilizes geography terminology introduced in the course. A minimum of three accurate examples are used. Competent (B) Adequate (C) Poor (D) Not Acceptable (F) Student inaccurately analyzes these relationships in the context of the specific examples used in class. Answer does not utilize geography terminology introduced in the course and no examples are used. OR Answer is missing or irrelevant.	01/18/2012 - A: 24 students wrote a very thorough analysis with only minor omissions B: 12 students wrote a good analysis in which they omitted one major component. C: 5 students wrote an essay that included little analysis and was missing more than 2 components (for example, a student did not trace the plant from its origin through history of its domestication and migration) D: 2 students wrote very general essays with little direct reference to specifics F: 4 students did not do the assignment Students did pretty well overall, but in the future I will expand my lecture on how domestication is an important point of analysis for understanding human-ecological relationships. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** SLO is mapped to ILO in trac dat.	01/18/2012 - Students did pretty well overall, but in the future I will expand my lecture on how domestication is an important point of analysis for understanding human-ecological relationships.
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 4 - Population growth and change - Discuss patterns of population growth and change around the world. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss patterns of population growth and change around the world **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequately discusses patterns of population growth and change around the world. Unsuccessful (equivalent	01/06/2014 - Assessment: Students read about population in the text as well as a lecture focused on population issues around the world. Embedded exam questions required students to analyze and describe patterns of population growth and change around the world. Findings: Most students do well with this SLO, however, I find they tend overall to think about population in terms of China and India being a “problem” and every place else balanced. There was also some confusion for students when faced with an exam	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	to a D or F) = inadequately discusses patterns of population growth and change around the world. Excellent (A) Student illustrates an understanding of the historic patterns of population growth and movement in different parts of the world and the major population growth stages defined by the agricultural revolution, industrial revolution and medical/high tech revolution. Answer includes specific examples that accurately relate history and current events to two or more regions in the world. Competent (B) Adequate (C) Poor (D) Not Acceptable (F) Student inaccurately discusses population growth and change around the world. OR Answer is missing or irrelevant.	question, as well as class discussions, about population issues being about more than just numbers of people. The population lecture includes population pyramids and extensive information, which helps students understand population issues are not just about how many people live in a country or region. Given the results of this assessment, describe what changes will be made, if any: I plan to change the term paper assignment to more directly address issues of population growth and change. I am still in the planning stages of how to accomplish this, but may use a compare/contrast format or ask them to look at specific issues and the relationship with population growth/migration/change. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** Given the results of this assessment, describe what changes will be made, if any: I plan to change the term paper assignment to more directly address issues of population growth and change. I am still in the planning stages of how to accomplish this, but may use a compare/contrast format or ask them to look at specific issues and the relationship with population growth/migration/change. 01/07/2013 - GEOG02 Hansell Excellent: 16 students (17 points) Competant: 5 students (14 - 16 pts) Adequate: 5 students (11 - 13 pts) Poor: 2 students (10 or fewer points)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Overall, they did very well on this question, and provided evidence from class and history to justify their opinions. I noticed that the rubric you passed out is for a different SLO with the Adequate and Poor explinations, so I am giving the data to you in this format.	
		12/04/2012 - Question used on Midterm Exam: Do you think having a large population is a problem? Why? Use evidence from the class, and/or your own research to discuss your answer. (worth 17 points) Results: Excellent: 16 students (17 points) Competant: 5 students (14 - 16 pts) Adequate: 5 students (11 - 13 pts) Poor: 2 students (10 or fewer points) Overall, they did very well on this question, and provided evidence from class and history to justify their opinions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Geography (GEOG) - GEOG 34H - HONORS INSTITUTE SEMINAR IN GEOGRAPHY - Discuss and analyze	**Assessment Method:** A discussion involving selected topics in Geography		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
selected topics in Geography - Discuss and analyze selected topics in Geography (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Discussion/Participation **Target for Success:** Student is able to apply major principles of Geographic thought and theory to selected problems		
Department - Geography (GEOG) - GEOG 36 - SPECIAL PROJECTS IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target for Success:** Student examines the complexities and patterns of an issue using the geographic perspective		
Department - Geography (GEOG) - GEOG 36X - SPECIAL PROJECTS IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target for Success:** Student examines the complexities and patterns of an issue using the geographic perspective		
Department - Geography (GEOG) - GEOG 36Y - INDEPENDENT STUDY IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target for Success:** Student examines the complexities and patterns of an issue using the geographic perspective	11/21/2013 - Students who completed their internships met the goal of the assessment **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 08/24/2012 - Students who completed the internship and portfolio were found to have mastered the material. **Result:**	11/21/2013 - Continue the cycle of assessments 08/24/2012 - Upon reflecting on this assessment, the instructor believes that the targets were met

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Geography (GEOG) - GEOG 36Z - SPECIAL PROJECTS IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target for Success:** Student examines the complexities and patterns of an issue using the geographic perspective		
Department - Geography (GEOG) - GEOG 5 - INTRODUCTION TO ECONOMIC GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate interpretation of the map. Unsuccessful (equivalent to a D or F) = inadequate interpretation of the map. Excellent (A) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (B) Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. Adequate (C) Student accurately applies the	01/07/2013 - SLO: Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions. Assessment: Students were assigned to write a commodity chain analysis of a product or natural resource. They were to include maps as well as analysis of the commodity chain as illustrated by the maps used. • Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. • Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. • Adequate (2): Student accurately applies the map key to identify the relevant location(s), and conclusions are drawn that are inaccurate. • Poor (1): Student does not accurately apply the map key to identify the relevant location(s), and conclusions are drawn that are inaccurate.	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	map key to identify the relevant location(s), conclusions are drawn that are inaccurate. Poor (D) Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. Not Acceptable (F) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.	• Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant. • Excellent: 10 • Competent: 15 • Adequate: 0 • Poor: 0 • Not Acceptable: 3 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Findings: Most students achieved this SLO at an excellent or competent level. The three students whose analysis was unacceptable did not include maps or analysis of maps in their paper. The last time I included this assignment in the course I did not require maps or map analysis. Including this requirement was helpful to the students who could “see” the commodity chain and this improved their analysis of the way a commodity or natural resource moves around the globe from extraction to consumption. In particular, students were able to analyze transportation networks at a rather high level. Given the results of this assessment, describe what changes will be made, if any: The only change I plan to make is the use of a different textbook next time. I’ve been using a non-traditional economic geography text for economic reasons. Now that more texts are available online I plan to return to a more traditional text that provides deeper	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		analysis of the importance of visual data.	
Department - Geography (GEOG) - GEOG 5 - INTRODUCTION TO ECONOMIC GEOGRAPHY - SLO 2 - Economic activities - Examine how society organizes its economic activities over space at both a local, regional and global scale. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to examine how society organizes its economic activities over space at a local, regional and global scale using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate examina how society organizes its economic activities over space at a local, regional and global scale using specific examples. of the factors that contribute to global climate patterns using specific examples. Unsuccessful (equivalent to a D or F) = inadequate discussion of the factors that contribute to global climate patterns using specific examples. Excellent (A) Student accurately analyzes how society organizes its economic activity over space all three scales. A minimum of three specific examples are accurately discussed. Competent (B) Student accurately analyzes how society organizes its economic activity over space, but not at all scales. A minimum of two specific examples are accurately discussed. Adequate (C) Student analyzes how society organizes its economic activity over space but not at all scales. A minimum of one specific examples are accurately discussed.	10/18/2016 - This course was taught by an adjunct instructor who did not participate in the SLO process **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Support adjunct instructors in conducting SLO assessment 01/13/2015 - Assessment: Students were assigned to write a commodity chain analysis of a product that included harvesting, use, and disposal of natural resources. We read Travels of a T-shirt and Where am I Wearing: A Global Tour to the Countries, Factories, and People that Make Our Clothes, so students had a very good example of commodity chain analysis of a natural resource. Findings: All students achieved this SLO at a competent level. One of the changes made to this assignment since Fall 2012 was to include maps and visual analysis of the commodity chain. This change helped students better understand the concept of commodity chains as well as the impact in different regions on natural resources. It also aided students with achievement of competency (and in a few cases excellence) in this SLO. This research paper assignment is an effective tool to help students understand economic activities across all scales. Commodity chain analysis in which students begin at the beginning of the production process helps them understand organization of those economic activities as well	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Poor (D) Student inaccurately analyzes how society organizes its economic activity over space and provides one example. Not Acceptable (F) Student inaccurately analyzes how society organizes its economic activity over space and provides no examples. ORr answer is missing or irrelevant.	as relationships across spatial boundaries. The assignment helps them to understand those activities and organization in greater depth. Given the results of this assessment, describe what changes will be made, if any: Next time I plan to replace the books above with a more traditional text that will provide in-depth context for understanding the spatial aspects of economic activity across the globe. I will include a paper that provides a clear example of a commodity chain analysis. I'll be interested to see if this aids students in moving from competent to excellent. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/18/2012 - The students wrote great essays no matter which question they chose: A: 28 students wrote excellent essays with a very thorough analysis at all three scales. B: 4 students wrote very good essays, but didn't include as thorough analysis or their analysis was not even across all three scales, or omitted one scale C: 1 student provided basic information, but omitted at least two of the scales of analysis F: 2 students failed this exam, but neither of them answered the essay question. I really don't think I would do anything different with this SLO. The students responded well and for the most part covered local, regional, and global in their analysis. I was really impressed. **Result:** Target Met **Year This Assessment Occurred:**	01/18/2012 - I need to spend more time in class discussion the importance of maps as more than just maps. I am developing a lecture on reading maps as text and using them in our analysis of social and cultural structures/events/ideas.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** This SLO has been linked to the ILOs and continues to meet them	
Department - Geography (GEOG) - GEOG 5 - INTRODUCTION TO ECONOMIC GEOGRAPHY - SLO 3 - Economic development and prosperity - Compare and contrast economic development and prosperity as they relate to human geography and the distribution of natural resources. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to compare and contrast economic development and prosperity as they relate to human geography and distribution of natural resources using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequately compares and contrasts economic development and prosperity as they relate to human geography and distribution of natural resources using specific examples. Unsuccessful (equivalent to a D or F) = inadequately compares and contrasts economic development and prosperity as they relate to human geography and distribution of natural resources using specific examples. Excellent (A) Student accurately both compares and contrasts global economic relationships between more and lesser developed regions using a minimum of three specific examples. Competent (B) Student accurately both compares and contrasts global economic relationships between more and lesser developed regions using a minimum of two	01/06/2014 - Assessment: Students were assigned to write a commodity chain analysis of a product that included harvesting, use, and disposal of natural resources. We read Travels of a T-shirt, so students had a very good example of commodity chain analysis of a natural resource. Findings: Most students achieved this SLO at an excellent or competent level. One of the changes made to this assignment since Fall 2012 was to include maps and visual analysis of the commodity chain. This change helped students better understand the concept of commodity chains as well as the impact in different regions on natural resources. Interestingly the students who struggled with this assignment did so because they didn't understand that items such as an iPhone have a relationship with natural resources. This research paper assignment is an effective tool to help students understand the relationships between development and prosperity as well as human geography and natural resources. It is a good way of helping students understand those relationships in depth. Given the results of this assessment, describe what changes will be made, if any: I plan to include a couple of new lectures that more directly address the relationships between manufacturing products and natural resources. I also plan to include an article on the coffee commodity chain. This is currently available to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	specific examples. Adequate (C) Student compares or contrasts global economic relationships between more and lesser developed regions using a minimum of one specific examples. Poor (D) Student minimally compares or contrasts global economic relationships between more and lesser developed regions. Specific examples are not used. Not Acceptable (F) Student inaccurately compare or contrasts global economic relationships between more and lesser developed regions without examples. OR Answer is missing or irrelevant.	students as an optional resource, but I find most of them don't use it so next time I will include it as a requirement. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** Given the results of this assessment, describe what changes will be made, if any: I plan to include a couple of new lectures that more directly address the relationships between manufacturing products and natural resources. I also plan to include an article on the coffee commodity chain. This is currently available to students as an optional resource, but I find most of them don't use it so next time I will include it as a requirement.	
Department - Geography (GEOG) - GEOG 54B - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS II - SLO 1 - GIS project - Create and present a GIS project. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create and present a GIS project **Assessment Method Type:** Class/Lab Project **Target for Success:** Student successfully creates and presents a GIS project	08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geography (GEOG) - GEOG 54B - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS II - SLO 1 - GIS applications - Discuss the diverse applications of Geographic Information Systems. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student summarizes the diverse applications of GIS in multiple reaction papers **Assessment Method Type:** Essay/Journal **Target for Success:** Student demonstrates awareness of the diverse applications of GIS		
Department - Geography (GEOG) - GEOG 54H - HONORS INSTITUTE IN GEOGRAPHY - Importance of the topic - Explain the importance of the topic to the discipline (Created By Department - Geography (GEOG)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students complete a project that demonstrates their understanding of the importance of the topic in the discipline **Assessment Method Type:** Class/Lab Project **Target for Success:** Students complete a project that demonstrates their understanding of the importance of the topic in the discipline		
Department - Geography (GEOG) - GEOG 54H - HONORS INSTITUTE IN GEOGRAPHY - Analysis of the topic - Analyze the topic in a skillful and thorough manner (Created By Department - Geography (GEOG)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Student is asked to analyze the topic in an essay or journal entry **Assessment Method Type:** Essay/Journal **Target for Success:** Students are able to analyze the topic in a skillful and thorough manner		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Geography (GEOG) - GEOG 55 - DEPARTMENT HONORS PROJECTS IN GEOGRAPHY - Discuss selected topics in Geography - Discuss selected topics in Geography (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is able to apply major principles of Geographic thought and theory to selected problems **Assessment Method Type:** Portfolio Review **Target for Success:** Student is able to apply major principles of Geographic thought and theory to selected problems		
Department - Geography (GEOG) - GEOG 55 - DEPARTMENT HONORS PROJECTS IN GEOGRAPHY - Analyze selected topics in Geography_1 - Analyze selected topics in Geography (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is able to apply major principles of Geographic thought and theory to selected problems **Assessment Method Type:** Portfolio Review **Target for Success:** Student is able to apply major principles of Geographic thought and theory to selected problems		
Department - Geography (GEOG) - GEOG 70R - INDEPENDENT STUDY IN GEOGRAPHY - Research - Conduct the study by means of literature research, fieldwork or laboratory work or other means mutually agreed upon in the student-faculty contract as appropriate for the discipline. (Created By Department - Geography (GEOG)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Conduct the study by means of literature research, fieldwork or laboratory work or other means mutually agreed upon in the student-faculty contract as appropriate for the discipline. **Assessment Method Type:** Research Paper **Target for Success:** Successfully complete the above goals		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 73 - DYNAMIC & INTERACTIVE MAPPING - SLO 1 - User interfaces and animations - Critically evaluate cartographic user interfaces and animations (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with various cartographic user interfaces and asked to evaluate them **Assessment Method Type:** Discussion/Participation **Target for Success:** Students apply principles introduced in class to evaluate the user interface and animations		
Department - Geography (GEOG) - GEOG 73 - DYNAMIC & INTERACTIVE MAPPING - SLO 2 - Interface design and creation - Design and create interfaces for interactive mapping systems (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are asked to design and create a user interface for an interactive mapping system **Assessment Method Type:** Class/Lab Project **Target for Success:** Student successfully designs and creates a user interface for an interactive mapping system that applies the principles of design discussed in class		
Department - Geography (GEOG) - GEOG 73 - DYNAMIC & INTERACTIVE MAPPING - SLO 3 - Animation design and creation - Design and create animations for dynamic cartographic presentations (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create an animation for a dynamic cartographic presentation **Assessment Method Type:** Class/Lab Project **Target for Success:** Student successfully creates an animation for a dynamic cartographic presentation		
Department - Geography (GEOG) - GEOG 78 - GEOGRAPHIC INFORMATION SCIENCE PROJECTS - SLO 1 - Interfaces - Design, create, test, and document interfaces for interactive mapping systems (Created By Department - Geography (GEOG)) **Course-Level SLO Status:**	**Assessment Method:** Student is asked to design, create, test and document an interface for an interactive mapping project **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to successfully design,		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	create, test and document an interface for an interactive mapping project		
Department - Geography (GEOG) - GEOG 78 - GEOGRAPHIC INFORMATION SCIENCE PROJECTS - SLO 2 - Dynamic Cartographic Presentations - Design, create, test, and document animations for dynamic cartographic presentations (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to design, create, test and document animations for dynamic cartographic presentations **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to successfully design, create, test and document animations for dynamic cartographic presentations		
Department - Geography (GEOG) - GEOG 9 - CALIFORNIA GEOGRAPHY - SLO 1 - Identification - Identify California's physical and cultural regions and characteristics. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question in which they must identify California's physical and cultural regions and characteristics **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student successfully identifies California's physical and cultural regions and characteristics		
Department - Geography (GEOG) - GEOG 9 - CALIFORNIA GEOGRAPHY - SLO 2 - Activities and historical processes - Examine activities and historic processes which modified California's natural and cultural aspects. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is presented with a critical thinking question in which they are asked to examine activities and historical processes which modified California's natural and cultural aspects. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student successfully examines activities and historical processes which modified California's natural and cultural aspects.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 90A - INTRODUCTION TO GIS FOR K-12 TEACHERS I: FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS SCIENCE - SLO 1 - Spatial problems - apply GIS to problems of a spatial nature (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90A - INTRODUCTION TO GIS FOR K-12 TEACHERS I: FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS SCIENCE - SLO 2 - GIS applications - discuss the value and applications of GIS in student's major or area of interest (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90B - INTRODUCTION TO GIS FOR K-12 TEACHERS II: UTILIZING SPATIAL DATA & DATA ANALYSIS IN THE CLASSROOM - SLO 1 - Geospatial problems - Apply spatial analysis functions on a GIS to a Geospatial problem. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90B - INTRODUCTION TO GIS FOR K-12 TEACHERS II: UTILIZING SPATIAL DATA & DATA ANALYSIS IN THE CLASSROOM - SLO 2 - Curriculum applications - Discuss applications of GIS to standard curriculum. (Created By Department - Geography (GEOG))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Geography (GEOG) - GEOG 90C - INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS - SLO 1 - GIS databases - Create new GIS databases through scanning and heads-up digitizing. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90C - INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS - SLO 2 - Inquiry activity - Design a project based inquiry activity around a GIS. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geospatial Technology (GIST) - GIST 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - SLO 1- Using maps and GIS&T for geographic inquiry. - Describe how paper maps and Geospatial Technology can be used for geographic inquiry. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students describe in an essay question how paper maps and GIST can be used for geographic inquiry **Assessment Method Type:** Essay/Journal		
Department - Geospatial Technology (GIST) - GIST 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - SLO 3 - Problem solving with GIS&T - Describe how GIS&T helps to solve problems of a spatial context. (Created By Department - Geography (GEOG))	**Assessment Method:** Students are asked to solve, or describe how they would solve a spatial problem using GIST **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Geospatial Technology (GIST) - GIST 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - SLO 4 - Interpret maps and data. - Interpreting maps and data. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students interpret maps in a class project **Assessment Method Type:** Class/Lab Project	05/12/2016 - Students were asked to interpret several qualitative and quantitative maps.They were asked to identify information represented in the maps, and explain how the maps could be used together to gain new insight into a problem. 10% of the students completed this task at an 'Advanced' level. 80% of the students were able to complete this task at a 'Proficient' level and 10% of the students completed the task at a developing level. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Continue to provide support for 'smart' classrooms with laptop computers to allow students to access a wide variety of digital cartographic products to practice this skill.	
Department - Geospatial Technology (GIST) - GIST 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Evaluate cartographic products in terms of their aesthetic design and ability to communicate information. - Evaluate cartographic products in terms of their aesthetic design and ability to communicate information. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** As a group, collect 6 or more maps that display the same information in different ways. Possible theme ideas include: College campuses Light rail/subway system maps City trash collection days Zoos City tourist maps Regional political maps such as 'Europe' or 'The Middle East' Amusement parks Parks or open space areas under different jurisdictions (eg. national park, state park, county park) Whole earth topography	06/27/2014 - Students completed the project. 50% of the students completed the project very successfully. 50% of the students completed the project successfully. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional hard copy map products to help students practice.	10/18/2016 - Continue to present students with high quality examples of cartographic products and work with them to build an understanding of how spatial information is communicated 06/27/2014 - As this outcome was successfully met, the action plan is to continue with the present methodology.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Create a 10 minute presentation that compares the effectiveness of the different maps. Consider the scale, resolution, coordinate systems, data sources, accuracy and the map's purpose/audience. Which maps are most or least effective for their intended purpose? Do any maps employ especially innovative or effective cartography? **Assessment Method Type:** Class/Lab Project **Target for Success:** Students successfully assess maps in terms of the criteria outlined on their assignment		
Department - Geospatial Technology (GIST) - GIST 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions. - Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students use a GIS to analyze a real world problem and make an informed decision **Assessment Method Type:** Class/Lab Project		
Department - Geospatial Technology (GIST) - GIST 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Describe how to access different sources of data, describe the process of creating data with different geographic technologies, and discuss the fundamental concepts of data quality - Describe how to access different sources of data, describe the process of creating data with different geographic technologies, and discuss the fundamental concepts of data quality (Created By Department -	**Assessment Method:** Students describe how to access different sources of data and describe and discuss the process of creating data with different GIST. **Assessment Method Type:** Discussion/Participation	03/12/2015 - Students were asked a critical thinking question regarding creating data with different geographic technologies. The question specifically addressed the concept of data quality. Of the 16 students who completed the assessment, 12 completed it at an 'Excellent' level indicating that they fully understood the importance of meta data and data documentation, and accurately identified several sources of good quality data. 3 students completed the assessment at a 'Competent' level, which indicated that there were gaps in their understanding of the role of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Geography (GEOG)) **Course-Level SLO Status:** Active		meta data in data documentation and/or they were not successful in accurately identifying sources of high quality data. One student completed the assessment at an 'Adequate' level. This students was able to define 'metadata' but was not able to apply the concept to data quality standards. This student was able to identify sources of accurate data, but was unable to explain why the data was a good source. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Access to classroom with laptop computers with internet access so that students can engage in active learning with digital data sources. **GE/IL-SLO Reflection:** This assessment is related to 'Critical and Analytical Thinking' because it required students to access multiple data sources and assess their validity.	
Department - Geospatial Technology (GIST) - GIST 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Identify, explain, and interpret spatial patterns and relationships, such as how places are similar and different, the nature of transitions between places, and how places are linked at local, regional, and/or global scales. - Identify, explain, and interpret spatial patterns and relationships, such as how places are similar and different, the nature of transitions between places, and how places are linked at local, regional, and/or global scales. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:**	**Assessment Method:** In a class exercise students identify, explain and interpret the spatial patterns and relationships between places. **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Geospatial Technology (GIST) - GIST 12 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 1 - Definition - Define a Geographic Information System. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam question in which a student is asked to define a GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to define a GIS	11/19/2015 - Short answer question was included on midterm exam "Define 'Geographic Information System' (GIS)". A student received a score of 'excellent' if they (1)noted that this was a computerized or computer based system, and (2) used the following terms or synonyms in their answer: 'store data', 'analyze data', 'display data', and 'spatial data'. 23 students were assessed. 13 scored 'excellent'. Five students earned a score of 'good' by including 3 of the above elements. One scored 'fair' by including 1-2 of the above elements. One scored 'poor' by attempting an answer that referenced computers and maps. Three students did not answer the question. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Continue to provide computer labs with up to date desktop computers and a site license to ArcGIS software as well as administrative support to run the computer lab. **Resource Request:** Continue to provide computer labs with up to date desktop computers and a site license to ArcGIS software as well as administrative support to run the computer lab. **GE/IL-SLO Reflection:** This SLO is related to the Computation IL-SLO because it assesses students understanding of computer software tools. 03/22/2012 - Two sections of this course were offered in Fall 2011 (the only quarter each year this class is offered). The only full time faculty member in the department was on PDL that quarter, so no assessment was organized or	10/18/2016 - Continue to offer high quality instruction with real world examples and hands on work 11/19/2015 - As the target was met, instructors will continue to teach Geospatial technology with innovative and engaging pedagogy.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		reported. The Geography department currently has one full time faculty member, and seven adjuncts. There is no support provided for organizing the department wide SLO assessment, or gathering the data from adjuncts who have various schedules and in some cases do not teach on campus at all, or in compiling, analyzing and reporting on the data. Once the college has prioritized program assessment to be an integrated element of department duties, with adequate compensation for the administrative duties as well as the authority to require participation and compliance from all adjunct faculty, perhaps this will become a meaningful and useful process. As it is, the faculty feel it highly unlikely that this report is being read at all, and if it is, the faculty encourages the relevant member of the administrative team to contact the Geography department to acknowledge that this Student Learning Outcome Assessment has been reviewed. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** greater funding and administrative support to organize SLO assessment among adjuncts **GE/IL-SLO Reflection:** Two sections of this course were offered in Fall 2011 (the only quarter each year this class is offered). The only full time faculty member in the department was on PDL that quarter, so no assessment was organized or reported. The Geography department currently has one full time faculty member, and seven adjuncts. There is no support provided for organizing the department wide SLO assessment, or gathering the data from adjuncts who have various schedules and in	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		some cases do not teach on campus at all, or in compiling, analyzing and reporting on the data. Once the college has prioritized program assessment to be an integrated element of department duties, with adequate compensation for the administrative duties as well as the authority to require participation and compliance from all adjunct faculty, perhaps this will become a meaningful and useful process. As it is, the faculty feel it highly unlikely that this report is being read at all, and if it is, the faculty encourages the relevant member of the administrative team to contact the Geography department to acknowledge that this Student Learning Outcome Assessment has been reviewed.	
Department - Geospatial Technology (GIST) - GIST 12 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 2 - Vector and raster GIS - Identify, compare and Contrast vector and raster GIS. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A critical thinking question in which as student is asked to compare and contrast vector and raster GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to successfully compare and contrast vector and raster GIS	01/06/2014 - A - 17 B - 4 C - 1 D - 0 F - 1 (did not participate) **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** Keep doing what we are doing.	
Department - Geospatial Technology (GIST) - GIST 12 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 3 - Cartographic principles - Apply cartographic principles of scale, resolution, projection, data management and spatial analysis to a geographic nature using	**Assessment Method:** Student undertakes a GIS project in which they are asked to apply cartographic principles of scale, resolution, projections, data management and spatial analysis **Assessment Method Type:** Class/Lab Project	01/13/2015 - 18 students were administered this SLO assessment as their final project. 13 received a score of 5, three received a score of 4 and two received a score of 2. The overall reflection from this assessment is that the outcome was largely successful. The changes that the instructors would make to increase success include more individual	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
a GIS. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Target for Success:** Student successfully applies cartographic principles of scale, resolution, projections, data management and spatial analysis using a GIS	check-ins with students in planning their projects. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/07/2013 - Two sections of GEOG12 were assessed. The results were as follows: A- 14 B - 10 C- 3 D- 0 F-2 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students are not being as successful as the instructors would like. We believe that this is the result of many students being underprepared for the work we are asking them to do. The action plan for this is to revise the GIS curriculum and spread out the scaffolding activities for this SLO among three classes.	01/07/2013 - Teach, analyze, repeat
Department - Geospatial Technology (GIST) - GIST 52 - ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 1 - Data conversion - Demonstrate the process of converting analogue data to digital data for us in GIS. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to demonstrate how to convert analogue data to digital data using a GIS **Assessment Method Type:** Class/Lab Project **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate conversion of analogue data to digital data using GIS. Unsuccessful (equivalent to a D or F) = inadequate conversion of analogue data to	03/31/2016 - Students were asked to convert a table of air quality station locations in latitude / longitude coordinates to a geodatabase feature class or shapefile. If successful, this met the minimum requirement for the assessment. A second step was to join a table of ozone values to the stations table and display ozone levels in a map. Out of 24 students that were assessed, 22 (91.6%) were successful in completing the process of converting the table to a GIS point file. However, only 16 students were able to complete the second step of joining tables (not required for	10/18/2016 - Continue to offer high quality instruction with real world examples and hands on exercises 03/31/2016 - Students responded well to the process of introducing theory, followed with demonstration, hands-on practice, and review. Repetition of concepts associated with coordinate systems and projections was well-received by students and seems to have

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	digital data using GIS.	assessment success). Students showed proficiency in converting written location values to digital GIS data, and managed to successfully define the coordinate system during the data import process, a step that often results in data errors. Although throughout the course students were required to join tables in numerous instances, this concept and practice should continue to be covered in subsequent courses. Some students attempted to create a relationship class rather than build a simple join, indicating that for some students there is conceptual understanding of relating tables, but continued practice with the software is needed. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	reduced confusion with this often problematic topic. In subsequent offerings of this course the instructor will increase attention given to creating table joins in order to better establish this as a well developed skill for a larger percentage of students.
		11/21/2013 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional institutional support for requiring adjuncts to conduct SLO assessments	11/21/2013 - Continue to encourage adjunct instructors to participate in SLO process.
		08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Provide for a system that requires the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geospatial Technology (GIST) - GIST 52 - ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 2 - Data sources - Identify and discuss GIS data sources. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to complete a GIS project in which they identify and discuss data sources **Assessment Method Type:** Class/Lab Project **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = Student accurately identifies and uses GIS data in an appropriate manner from a variety of sources. Unsuccessful (equivalent to a D or F) = Student is unable to adequately identify and discuss data sources.		
Department - Geospatial Technology (GIST) - GIST 52 - ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 3 - GIS databases - Create new GIS databases. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create a new GIS database **Assessment Method Type:** Class/Lab Project **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = Student creates a new GIS	07/14/2015 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** SLO is mapped to IL in Tracdat	07/14/2015 - Encourage adjunct instructors to conduct SLOs

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	database that functions correctly. Unsuccessful (equivalent to a D or F) = Student incorrectly or fails to create a GIS database that functions properly.	06/27/2014 - This course was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** institutional method to evaluate and support adjunct instructors in completing SLO assessments	06/27/2014 - Put an institutional structure in place to support and evaluate adjunct instructors on SLO work.
Department - Geospatial Technology (GIST) - GIST 54A - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I - SLO 1 - GIS applications - Discuss the diverse applications of Geographic Information Systems. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student summarizes the diverse applications of GIS in multiple reaction papers **Assessment Method Type:** Essay/Journal **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequately summarizes the diverse applications of GIS in multiple reaction papers. Unsuccessful (equivalent to a D or F) = inadequately summarizes the diverse applications of GIS in multiple reaction papers.	07/14/2015 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** SLO is mapped to IL in Tracdat	10/18/2016 - Continue to offer high quality instruction involving industry professionals in the curriculum development. 10/18/2016 - To continue to communicate with the adjunct instructors the importance of participation in the SLO process 07/14/2015 - Encourage adjunct instructors to conduct SLOs
		06/27/2014 - This course was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** institutional method to evaluate and support adjunct instructors in completing SLO assessments	06/27/2014 - Provide institutional support and evaluation for adjunct instructors to complete SLO assessments

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geospatial Technology (GIST) - GIST 54A - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I - SLO 2 - Problem solving - Explain how Geospatial Technology can be used to solve a problem of a geographic nature (Created By Department - Geography (GEOG)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Student summarizes real world case studies to provide examples of how GIST can be used to solve a problem of a geographic nature. **Assessment Method Type:** Essay/Journal **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequately summarizes real world case studies to provide examples of how GIST can be used to solve a problem of a	10/18/2016 - This course was taught by an adjunct instructor who did not participate in the SLO process **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** resources to encourage adjunct instructors to participate in the SLO process	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	geographic nature. Unsuccessful (equivalent to a D or F) = inadequately summarizes real world case studies to provide examples of how GIST can be used to solve a problem of a geographic nature.		
Department - Geospatial Technology (GIST) - GIST 58 - REMOTE SENSING & DIGITAL IMAGE PROCESSING - SLO 1 - Definition - Define remote sensing. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to define remote sensing **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = Student accurately defines remote sensing. Unsuccessful (equivalent to a D or F) = Student inaccurately defines remote sensing or does not provide an answer	03/20/2016 - Total number of student assessed = 28. Total students who were successful = 25 (89%). Total students who were unsuccessful = 3 (11%). Further breakdown: Excellent (A) = 23; Competent (B) = 2; Failed (F) = 3 . Students were assessed through an essay question. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	10/18/2016 - Continue to offer high quality instruction with industry standard software and real world examples with hands on teaching exercieses
		11/21/2013 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional institutional support for requiring adjuncts to conduct SLO assessments	11/21/2013 - Continue to encourage adjunct faculty to participate in SLO process
		08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geospatial Technology (GIST) - GIST 58 - REMOTE SENSING & DIGITAL IMAGE PROCESSING - SLO 2 - Remote sensing applications - Discuss the applications of remote sensing with Geographic Information Systems (GIS) (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to discuss how remote sensing is used in the context of GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = Student is able to successfully discuss how remote sensing is used in the context of a GIS. Unsuccessful (equivalent to a D or F) = Student is unable to successfully discuss how remote sensing is used in the context of a GIS OR does not provide an answer.	07/14/2015 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** SLO is mapped to IL in Tracdat	07/14/2015 - Encourage adjunct faculty to conduct SLOs
Department - Geospatial Technology (GIST) - GIST 58 - REMOTE SENSING & DIGITAL IMAGE PROCESSING - SLO 3 - Electromagnetic spectrum and remote sensing - Discuss the physical basis for remote sensing in terms of the electromagnetic spectrum. (Created By Department - Geography (GEOG))	**Assessment Method:** Student is asked to discuss the physical basis for remote sensing in terms of the electromagnetic spectrum **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students should be	06/27/2014 - This course was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	06/27/2014 - Provide institutional support and evaluation for adjunct instructors to complete SLO work

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	successful. Successful (equivalent to an A, B, or C score) = Student is able to discuss the physical basis for remote sensing in terms of the electromagnetic spectrum. Unsuccessful (equivalent to a D or F) = Student is able to discuss the physical basis for remote sensing in terms of the electromagnetic spectrum OR does not provide an answer.	**Resource Request:** institutional method to evaluate and support adjunct instructors in completing SLO assessments	
Department - Geospatial Technology (GIST) - GIST 59 - CARTOGRAPHY, MAP PRESENTATION & DESIGN - SLO 1 - Map creation - Create maps that demonstrate an understanding of the fundamentals of composition, color, and symbol selection at different scales. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create a map that applies the fundamentals of composition, color, and symbol selection at different scales, as discussed in the class **Assessment Method Type:** Class/Lab Project **Target for Success:** Student is able to successfully create a map that applies the fundamentals of composition, color, and symbol selection at different scales, as discussed in the class	10/18/2016 - This course was taught by an adjunct instructor who did not participate in SLO assessment. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** resources to encourage adjunct instructors to participate in the SLO process	10/18/2016 - Continue to offer high quality instruction with real world data
		07/14/2015 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** SLO is mapped to IL in Tracdat	07/14/2015 - Encourage adjunct instructors to conduct SLOs
		06/27/2014 - This course was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** institutional method to evaluate and support	06/27/2014 - Provide institutional support and evaluation for adjunct instructors to complete SLO work

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		adjunct instructors in completing SLO assessments	
		11/21/2013 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional institutional support for requiring adjuncts to conduct SLO assessments	11/21/2013 - Continue to encourage adjunct instructors to participate in SLO assessment process
		08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	

Unit Assessment Report - Four Column

Foothill College

Program (BSS-GEOG) - Geography AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-GEOG) - Geography AA/CA - 1 - Interpret spatially distributed data and draw valid conclusions by using maps, graphs and/or Geographic Information Systems (GIS) **SLO Status:** Active	**Assessment Method:** Upon completing first GEOG course, Indirect assessment of student knowledge based on final grade in first GEOG course taken. Data categorized by course (eg. Number of students with A's B's C's etc in GEOG1 as first GEOG course; Number of students with A?s B?s C?s etc in GEOG2 as first GEOG course?) Upon completing second GEOG course, Indirect assessment of student knowledge based on final grade in second GEOG course taken. Data categorized by course (eg. Number of students with A?s B?s C?s etc in GEOG1 having completed GEOG2; Number of students with A?s B?s C?s etc in GEOG1 having completed GEOG5; Number of students with A?s B?s C?s in GEOG01 having completed GEOG10; Number of students with A?s B?s C?s in GEOG2 having completed GEOG1 etc). Upon graduating/transferring with AA in GEOG, number of successful graduation/transfer with AA in GEOG **Assessment Method Type:** Portfolio Review **Target:** Students enrolled in GEOG courses		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Geography courses do not need to be taken in order. Therefore, students in a core Geography class may be in their first, second, third or fourth Geography class. The assessment method therefore takes this into account. Students in each Geography class will be given an assessment that addresses one of the PLOs and asked how many Geography classes they have previously completed. The assessments are as follows and can be customized for each course material. The student will be provided with a map, graph or GIS and asked to use it to interpret spatially distributed data and draw valid conclusions. Data will then be evaluated based on whether the student indicates that they have completed one, two, three, or four Geography courses with the goal that students who have completed three or more Geography courses will be more successful at reaching the goal. **Assessment Method Type:** Departmental Questions **Target:** Students enrolled in GEOG courses		
	Assessment Method: Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Target for Success: At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate interpretation of the map. Unsuccessful (equivalent to a D or F) = inadequate interpretation of the map.	07/19/2016 - A sample of students from each of the 3 core courses in the Geography program were assessed using the method indicated above. The total number of students assessed was 74. Total Successful = 74 (100%) Total Unsuccessful = 0 (0%) Further Breakdown: Excellent (A):72 students; Adequate (B): 2 students. It is clear that the program is doing a very good job meeting this program learning goal. The addition of maps in the classrooms were used to help teach students how to read maps, and should thus be maintained. **Result:** Target Met **Year This Assessment Occurred:**	07/19/2016 - Instructors should continue providing guidance and feedback to students on reading and interpreting map ans other spatial data including GIS.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2015-2016	
	Excellent (A) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (B) Adequate (C) Poor (D) Not Acceptable (F) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn. OR Answer is missing or irrelevant.		
Program (BSS-GEOG) - Geography AA/CA - 2 - Evaluate core concepts in cultural and physical geography and apply them to contemporary events and issues. **Year PL-SLO implemented:** End of Academic Year **SLO Status:** Active	**Assessment Method:** Upon completing first GEOG course, Indirect assessment of student knowledge based on final grade in first GEOG course taken. Data categorized by course (eg. Number of students with A?s B?s C?s etc in GEOG1 as first GEOG course; Number of students with A?s B?s C?s etc in GEOG2 as first GEOG course?) Upon completing second GEOG course, Indirect assessment of student knowledge based on final grade in second GEOG course taken. Data categorized by course (eg. Number of students with A?s B?s C?s etc in GEOG1 having completed GEOG2; Number of students with A?s B?s C?s etc in GEOG1 having completed GEOG5; Number of students with A?s B?s C?s in GEOG01 having completed GEOG10; Number of students with A?s B?s C?s in GEOG2 having completed GEOG1 etc). Upon graduating/transferring with AA in	11/25/2013 - The data for this assessment was not made available by institutional research for this time period. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional institutional support for institutional research to support data requests **GE/IL-SLO Reflection:** Because this is the first two years of a four year transfer program and the courses in the Geography major are not sequential, the model of assessing the program learning outcomes does not work given the resources provided this department. In order to fully assess the learning outcomes, the college will need to significantly invest in additional resources to support data driven research.	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	GEOG, number of successful graduation/transfer with AA in GEOG **Assessment Method Type:** Portfolio Review **Target:** Students enrolled in GEOG courses		
	Assessment Method: Geography courses do not need to be taken in order. Therefore, students in a core Geography class may be in their first, second, third or fourth Geography class. The assessment method therefore takes this into account. Students in each Geography class will be given an assessment that addresses one of the PLOs and asked how many Geography classes they have previously completed. The assessments are as follows and can be customized for each course material. The student will be given a critical thinking question that asks them to evaluate core concepts in cultural and physical geography and apply them to contemporary events and issues. Data will then be evaluated based on whether the student indicates that they have completed one, two, three, or four Geography courses with the goal that students who have completed three or more Geography courses will be more successful at reaching the goal. **Assessment Method Type:** Departmental Questions **Target:** All GEOG classes	03/29/2012 - The program was not allocated any resources to conduct a comprehensive program learning outcome evaluation. As such, a sample was conducted in three sections of Physical Geography taught by Meezan in Winter 2012. This course was selected because of the broad range of students that it draws. 80 students who completed the course were asked how many Geography courses they had completed including the one that they were currently enrolled in. Four students stated that they had completed three or more courses (though the instructor noted that three of the four had not taken other Geography courses at Foothill, but rather were international students who took Geography in high school in their home country). Nine students stated that they had taken a total of two Geography courses, and 67 had only taken Physical Geography. Of the students who indicated that they had completed more than one Geography course, two performed at an Excellent level, and two performed at an Adequate level. Again, the instructor believes that these students misunderstood the question and included Geography courses that they had taken in their native countries, as these students English language skills were very poor and impeded their success in class. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:**	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Funds for writing tutors for social science classes and funds for an instution wide study of success rates of students who enter social science classes without college level English skills. **GE/IL-SLO Reflection:** Overall, this exercise would be far more meaningful if it were conducted by institutional research correlating classes completed and final grades as proposed in the first PLO assessment. However, in the place of a meaningful and comprehensive program evaluation, this instructor believes that the results of this evaluation indicated that a student?s success in the program is most strongly correlated to the foundation college skills that they have coming into the program. Students who take Geography classes without college level skills in writing and critical thinking and written and spoken English are at a severe disadvantage and are much less likely to be successful in the program.	
	Assessment Method: The Geography department has determined that the program outcomes should be reflected in every core class. Any student who takes any geography class should be acquiring the same program-wide knowledge regardless of how many geography courses they have taken. Therefore, the same outcomes will be assessed in all core classes to determine if the program is achieving this goal. The department sampled one section of each of the core geography courses throughout the year to determine if students were successful at acquiring the intended outcomes of the program. For this specific assessment. Students were asked to write a 3-5 page paper connecting what they	12/02/2015 - Successful: 39 students (91%). Unsuccessful: 4 students (9%)Note: these students did not complete the assessment. Total sample size: 43 students. Further Breakdown: (Geog 2, Winter 2015, A=6 students; B =4 students; C= 2 students.) (Geog 1, Spring 2015, A = 14 students; B = 3 students; F = 2 students.) (Geog 10, Fall 2014, A = 10; F = 2 students) **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** In order to maintain the high quality of this	12/02/2015 - Continue with this assignment since it seems to be a successful tool to demonstrate students' knowledge.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	learned in class to a current event. **Assessment Method Type:** Essay/Journal **Target:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate understanding of the geographic concept and how it relates to contemporary events. Unsuccessful (equivalent to a D or F) = inadequate knowledge of the geographic concept and/or connected it to an irrelevant or unrelated current event.	program, the department requests $800 to purchase current video materials to reflect global events.	